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ABSTRACT

This guide contains 45 program standards for the environmental horticulture program conducted in technical institutes in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

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ENVIRONMENTAL HORTICULTURE PROGRAM STANDARDS

Developed and Produced
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ENVIRONMENTAL HORTICULTURE PROGRAM STANDARDS

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ACKNOWLEDGEMENTS

The development of Environmental Horticulture program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Russell Meade contributed significantly to the initial effort to develop standards for all programs. Patt Stonehouse, acting Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

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We extend sincere thanks to each member of the Board's Standards Committee below.

Judy Hulsey
Carrollton

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Dorothy Pelote
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Atlanta

Walter Sessoms, Chairman
Atlanta

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Without the close cooperation of the environmental horticulture industry in Georgia, this program standard would not have been possible. We recognize and thank each member of the Environmental Horticulture State Technical Committee for their invaluable contribution to the development of the program standards.

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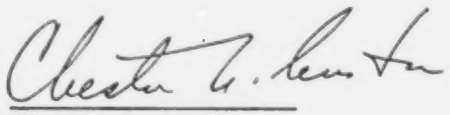

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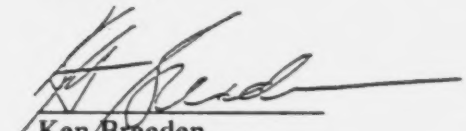

Ken Breeden
Commissioner, Georgia Department of Technical and Adult Education

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections, each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets, each set being divided by a dash.

Example: 03-04-05...
03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).
04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard, refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

ENVIRONMENTAL HORTICULTURE

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Environmental Horticulture program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Environmental Horticulture program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Environmental Horticulture program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Environmental Horticulture program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Environmental Horticulture program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Environmental Horticulture program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The philosophy of the Environmental Horticulture program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Environmental Horticulture program reflects a desire to achieve educational excellence.

The philosophy of the Environmental Horticulture program reflects a commitment to meet the needs of business and industry.

ENVIRONMENTAL HORTICULTURE

The philosophy of the Environmental Horticulture program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Environmental Horticulture program is approved by the administration of the institution.

ENVIRONMENTAL HORTICULTURE

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Environmental Horticulture program are expressed in the following statements.

Environmental Horticulture is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Environmental Horticulture program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Environmental Horticulture program is founded on the value attributed to individual students, the environmental horticulture profession, and technical education.

The Environmental Horticulture program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in English, mathematics, and human relations, as well as occupational fundamentals. Program graduates are well grounded in the fundamentals of horticultural theory and application and are prepared for employment and subsequent upward mobility.

The Environmental Horticulture program provides the student with necessary knowledge and skills to adapt to a variety of positions in environmental horticulture. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Environmental Horticulture program must promote the concept of change as the profession evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in the field of environmental horticulture.

ENVIRONMENTAL HORTICULTURE

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Environmental Horticulture program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Environmental Horticulture program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Environmental Horticulture program is to meet community and employment market needs for education in environmental horticulture.

Evaluative Criteria

The Environmental Horticulture program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Environmental Horticulture program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Environmental Horticulture program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Environmental Horticulture program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Environmental Horticulture program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Environmental Horticulture program is approved by the administration of the institution.

ENVIRONMENTAL HORTICULTURE

PURPOSE

The purpose of the Environmental Horticulture program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of environmental horticulture.

The Environmental Horticulture program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Environmental Horticulture program is intended to produce graduates who are prepared for employment as horticulturists in nurseries, greenhouses, garden centers, and landscape businesses. Program graduates are to be competent in the general areas of English, mathematics, and interpersonal relations. Program graduates are to be competent in the science of horticulture; environmental regulations relating to the handling, storage, use, and disposal of pesticides (EPA); interior and exterior landscape design, installation, and maintenance; turf installation, care, and maintenance; equipment use and maintenance; and business management as it applies to career opportunities in environmental horticulture.

ENVIRONMENTAL HORTICULTURE

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Environmental Horticulture program.

Explanatory Comment

A statewide goals statement is developed and provided for the Environmental Horticulture program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Environmental Horticulture program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Environmental Horticulture program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Environmental Horticulture program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Environmental Horticulture program are in accordance with the philosophy and purpose of the program.

The goals of the Environmental Horticulture program reflect a desire to provide exemplary occupational/technical education.

The goals of the Environmental Horticulture program reflect a commitment to assisting students to achieve successful employment in environmental horticulture.

The goals of the Environmental Horticulture program are the basis for the development of program objectives.

ENVIRONMENTAL HORTICULTURE

The goals of the Environmental Horticulture program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The goals statement of the Environmental Horticulture program is approved by the administration of the institution.

ENVIRONMENTAL HORTICULTURE

GOALS
(Process)

The goals of the Environmental Horticulture program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality environmental horticulture education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent practitioners in the field of environmental horticulture.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Environmental Horticulture program graduates.

ENVIRONMENTAL HORTICULTURE

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Environmental Horticulture program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Environmental Horticulture program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Environmental Horticulture program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Environmental Horticulture program objectives statement is developed by the program faculty, administration, and the program advisory committee.

An essential objective of the Environmental Horticulture program is to prepare students for successful employment in the field of environmental horticulture.

The objectives of the Environmental Horticulture program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Environmental Horticulture program is student achievement of identified exit point competencies.

The objectives of the Environmental Horticulture program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

ENVIRONMENTAL HORTICULTURE

The objectives statement of the Environmental Horticulture program is approved by the administration of the institution.

ENVIRONMENTAL HORTICULTURE

OBJECTIVES
(Process)

The objectives of the Environmental Horticulture program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

ENVIRONMENTAL HORTICULTURE

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Environmental Horticulture program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Environmental Horticulture program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Environmental Horticulture program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Environmental Horticulture program.

Environmental Horticulture program philosophy, purpose, goals, and objectives statements are used by student personnel services to aid in recruiting and placing students.

ENVIRONMENTAL HORTICULTURE

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Environmental Horticulture program are evaluated.

Explanatory Comment

The evaluation of the Environmental Horticulture program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Environmental Horticulture program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Environmental Horticulture program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Environmental Horticulture program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Environmental Horticulture program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Environmental Horticulture program results in revision, as needed.

ENVIRONMENTAL HORTICULTURE

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Environmental Horticulture program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Evaluative Criteria

The requirements for admission to the Environmental Horticulture program are:
a) attainment of 16 or more years of age;
b) achievement of the 7th grade level in reading, English, and math as shown on a statistically validated test; and
c) completion of application and related procedures.

Admission of transfer students to the Environmental Horticulture program is contingent upon their meeting the following requirements:
a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

ENVIRONMENTAL HORTICULTURE

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Environmental Horticulture program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Evaluative Criteria

Provisional admission to the Environmental Horticulture program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Environmental Horticulture program are:

a) attainment of 16 or more years of age;
b) achievement of the 6th grade level in reading, English, and math as shown on a statistically validated test or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

All Environmental Horticulture program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

ENVIRONMENTAL HORTICULTURE

ADMISSIONS
(Recruitment)

Standard Statement

The Environmental Horticulture program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Environmental Horticulture program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Environmental Horticulture program and institution enrollments.

The recruitment effort of the Environmental Horticulture program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Environmental Horticulture program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Environmental Horticulture program, and the potential benefits of program completion.

ENVIRONMENTAL HORTICULTURE

A written description of the admission requirements and procedures, tuition fees, and other costs of the Environmental Horticulture program is made available to potential students.

ENVIRONMENTAL HORTICULTURE

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Environmental Horticulture program is conducted.

Explanatory Comment

The admission requirements of the Environmental Horticulture program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Environmental Horticulture program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Environmental Horticulture program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Environmental Horticulture program admission changes to the Georgia Board of Technical and Adult Education, as needed.

Standard Number:
49-03-01

ENVIRONMENTAL HORTICULTURE

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Environmental Horticulture program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and elective courses.

Evaluative Criteria

The Environmental Horticulture program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Environmental Horticulture program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Environmental Horticulture program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Environmental Horticulture program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

ENVIRONMENTAL HORTICULTURE

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Environmental Horticulture program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma/degree program is the basis for consistent program identification.

Evaluative Criteria

The Environmental Horticulture program is assigned a CIP code of (PGM) 01.0601 and is consistent with all other programs throughout the state which have the same CIP code.

ENVIRONMENTAL HORTICULTURE

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The program utilizes essential course components consistent with statewide Environmental Horticulture program requirements.

Explanatory Comment

Programs assigned identical (PGM) CIP code numbers are consistent statewide.

Evaluative Criteria

The Environmental Horticulture program is assigned a CIP code of (PGM) 01.0601 and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) Program Title

Environmental Horticulture

b) Program Description

The Environmental Horticulture program is a sequence of courses that prepares students for careers in environmental horticulture. The program provides learning opportunities which introduce, develop, and reinforce academic and technical knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Additionally, the program provides opportunities to retrain or upgrade present knowledge and skills. Graduates of the program receive an Environmental Horticulture diploma which qualifies them as a horticulturist.

c) Essential Courses — Credits

1) Essential General Core Courses — 11

ENG	100	English	5
MAT	100	Basic Mathematics	3
PSY	100	Interpersonal Relations and Professional Development	3

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2)	Essential Fundamental Occupational Courses		38
EHO	100	Horticulture Science	5
EHO	101	Woody Ornamental Plant Identification	6
EHO	102	Herbaceous Plant Identification	4
EHO	103	Greenhouse Management I	3
EHO	104	Horticulture Construction	3
EHO	105	Nursery Production	2
EHO	106	Landscape Design	5
EHO	107	Landscape Installation	5
EHO	108	Pest Control	5
3)	Essential Specific Occupational Courses		27
EHO	110	Greenhouse Management II	6
EHO	112	Landscape Management	3
EHO	114	Garden Center Management	3
EHO	115	Environmental Horticulture Internship	3
XXX	XXX	Occupational or Occupationally Related Electives	12

d) Program Final Exit Point

Horticulturist

e) Credits Required for Graduation

76 minimum quarter hour credits required for graduation

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PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Environmental Horticulture program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

Evaluative Criteria

The faculty of the Environmental Horticulture program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Environmental Horticulture program exit point, documented by a diploma, is a horticulturist.

Potential exit points within the Environmental Horticulture program include, but are not limited to, greenhouse worker, nursery worker, landscape worker (interior/exterior), garden center worker, turf management worker, floriculture worker, or arboriculture worker.

The institution documents completion of exit points with a transcript.

Graduation from the Environmental Horticulture program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

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PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Environmental Horticulture program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Environmental Horticulture program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Environmental Horticulture program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Environmental Horticulture program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Environmental Horticulture program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

ENVIRONMENTAL HORTICULTURE

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Environmental Horticulture course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

Courses with the same course identification code offer consistent instructional content throughout the state.

All State Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each Environmental Horticulture course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the State Board of Technical and Adult Education designated course titles and course identification codes of the Environmental Horticulture program.

EHO	100	Horticulture Science
EHO	101	Woody Ornamental Plant Identification
EHO	102	Herbaceous Plant Identification
EHO	103	Greenhouse Management I
EHO	104	Horticulture Construction
EHO	105	Nursery Production
EHO	106	Landscape Design
EHO	107	Landscape Installation
EHO	108	Pest Control
EHO	110	Greenhouse Management II
EHO	112	Landscape Management
EHO	114	Garden Center Management
EHO	115	Environmental Horticulture Internship
ENG	100	English

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MAT	100	Basic Mathematics
PSY	100	Interpersonal Relations and Professional Development

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PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (l) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

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Evaluative Criteria

Each Environmental Horticulture course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:
a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

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Courses in the Environmental Horticulture program include:

EHO 100 - HORTICULTURE SCIENCE

Introduces the fundamentals of plant science and horticulture as a career field. Topics include: an industry overview, plant parts, plant functions, environmental factors in horticulture, soil function and components, fertilizer elements and analysis, and propagation techniques.

Competency Areas	Hours
- Industry Overview	Class/Week - 5
- Plant Parts	Lab/Week - 0
- Plant Functions	Credit - 5
- Environmental Factors in Horticulture	
- Soil Function and Components	
- Fertilizer Elements and Analysis	
- Propagation Techniques	

Prerequisite: Provisional admission

EHO 101 - WOODY ORNAMENTAL PLANT IDENTIFICATION

Provides the basis for a fundamental understanding of the taxonomy, identification, and culture requirements of woody plants. Topics include: an introduction to woody plants, classification of woody plants, and woody plant identification and culture requirements.

Competency Areas	Hours
- Introduction to Woody Plants	Class/Week - 5
- Classification of Woody Plants	D.Lab/Week - 2
- Woody Plant Identification and Culture Requirements	Credit - 6

Prerequisite: Program admission

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EHO 102 - HERBACEOUS PLANT IDENTIFICATION

Emphasizes the taxonomy, identification, and culture requirements of herbaceous plants. Topics include: an introduction to herbaceous plants, the classification of herbaceous plants, and herbaceous plant identification and culture requirements.

Competency Areas	Hours
- Introduction to Herbaceous Plants	Class/Week - 3
- Classification of Herbaceous Plants	D.Lab/Week - 2
- Herbaceous Plant Identification and Culture Requirements	Credit - 4

Prerequisite: Program admission

EHO 103 - GREENHOUSE MANAGEMENT I

Develops a basic understanding of greenhouse design, construction, and environmental factors affecting plant growth. Topics include: greenhouse construction, greenhouse heating and cooling, greenhouse soil functions and components, irrigation types and effects, fertilizer types and applications, and fall crops for the local area.

Competency Areas	Hours
- Greenhouse Construction	Class/Week - 2
- Greenhouse Heating and Cooling	P.Lab/Week - 3
- Greenhouse Soil Functions and Components	Credit - 3
- Irrigation Types and Effects	
- Fertilizer Types and Applications	
- Fall Crops for the Local Area	

Prerequisite: Program admission

ENVIRONMENTAL HORTICULTURE

EHO 104 - HORTICULTURE CONSTRUCTION

Develops skills necessary to design and construct landscape features such as retaining walls, walkways, and irrigation systems. Topics include: tool use and safety, retaining walls, drainage, irrigation/water use, low-voltage lighting, and walkways.

Competency Areas	Hours
- Tool Use and Safety	Class/Week - 2
- Retaining Walls	D.Lab/Week -2
- Drainage	P.Lab/Week - 1
- Irrigation/Water Use	Credit - 3
- Low-Voltage Lighting	
- Walkways	

Prerequisite: Provisional admission

EHO 105 - NURSERY PRODUCTION

Develops skills necessary to propagate and produce both container and field grown nursery stock. Topics include: an industry overview, facility design, propagation techniques and environment, field grown and container production, and managerial functions for nursery production.

Competency Areas	Hours
- Industry Overview	Class/Week - 2
- Facility Design	D.Lab/Week - 1
- Propagation Techniques and Environment	P.Lab/Week - 2
- Field Grown and Container Production	Credit - 2
- Managerial Functions for Nursery Production	

Prerequisite: Program admission

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EHO 106 - LANDSCAPE DESIGN

Introduces design principles, drawing skills, and plant selection techniques required to produce landscape plans for residential/commercial clients. Topics include: site analysis, landscape design principles, sketching and drawing skills, landscape design process, and plant and material selection.

Competency Areas	Hours
- Site Analysis	Class/Week - 2
- Landscape Design Principles	D.Lab/Week - 2
- Sketching and Drawing Skills	P.Lab/Week - 6
- Landscape Design Process	Credit - 5
- Plant and Material Selection	

Prerequisite: Program admission

EHO 107 - LANDSCAPE INSTALLATION

Introduces cultural techniques required for proper landscape installation with emphasis on practical application. Topics include: landscape installation procedures and managerial functions for landscape installers.

Competency Areas	Hours
- Landscape Installation Procedures	Class/Week - 4
- Managerial Functions for Landscape Installers	D.Lab/Week - 1
	P.Lab/Week - 5
	Credit - 5

Prerequisite: Program admission

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EHO 108 - PEST CONTROL

Provides experience in insect, disease, and weed identification and control with emphasis on safety and legal requirements for state licensure. Topics include: identification of insects, diseases, and weeds; safety regulations; equipment use and care; and regulations for licensure.

Competency Areas	Hours
- Identification of Insects, Diseases, and Weeds	Class/Week - 5
- Safety Regulations	Lab/Week - 0
- Equipment Use and Care	Credit - 5
- Regulations for Licensure	

Prerequisite: Program admission

EHO 110 - GREENHOUSE MANAGEMENT II

Continues hands-on experience in crop production with emphasis on spring foliage crops and managerial skills. Topics include: light and temperature; insects and diseases; production and scheduling; and winter, spring, and foliage crops for the local area.

Competency Areas	Hours
- Light and Temperature	Class/Week - 4
- Insects and Diseases	P.Lab/Week - 6
- Production and Scheduling	Credit - 6
- Winter, Spring, and Foliage Crops for the Local Area	

Prerequisite: EHO 103

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EHO 112 - LANDSCAPE MANAGEMENT

Introduces cultural techniques required for proper landscape maintenance with emphasis on practical application and managerial techniques. Topics include: landscape management and administrative functions for landscape management.

Competency Areas	Hours
- Landscape Management - Administrative Functions for Landscape Management	Class/Week - 2 P.Lab/Week - 3 Credit - 3

Prerequisite: EHO 107

EHO 114 - GARDEN CENTER MANAGEMENT

Presents cultural and managerial techniques required for success in the garden center industry. Topics include: garden center establishment, garden center management, and post-production handling and marketing.

Competency Areas	Hours
- Garden Center Establishment - Garden Center Management - Post-Production Handling and Marketing	Class/Week - 2 P.Lab/Week - 3 Credit - 3

Prerequisites/Corequisites: EHO 110, EHO 112,

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EHO 115 - ENVIRONMENTAL HORTICULTURE INTERNSHIP

Provides the student with practical experience in an actual job setting. This internship allows the student to become involved in on-the-job environmental horticulture applications that require practice and follow through. Topics include: work ethics, skills, and attitudes; demands of the horticulture industry; horticultural business management; and labor supervision.

Competency Areas	Hours
- Work Ethics, Skills, and Attitudes	Class/Week - 0
- Demands of the Horticulture Industry	O.B.I./Week - 10
- Horticultural Business Management	Credit - 3
- Labor Supervision	

Prerequisite: Completion of all other courses required for graduation

ENG 100 - ENGLISH

Emphasizes the development and improvement of written and oral communications abilities. Topics include: basic grammar; language usage; vocabulary; idea development; spelling; outlining; sentence elements; sentence developments; paragraph development; revision; listening skills; reading skills; and locating, using, and organizing information. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Basic Oral Communications	Class/Week - 5
- Listening Skills	Lab/Week - 0
- Basic Grammar and Sentence Skills	Credit - 5
- Paragraph Development	
- Reading Skills	

Prerequisite: Program admission level English and reading competency

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MAT 100 - BASIC MATHEMATICS

Emphasizes basic mathematical concepts. Topics include: mathematical operations with whole numbers, fractions, decimals, percents, ratio/proportion, and measurement using common English and metric units. Class includes lecture, applications, and homework to reinforce learning.

Competency Areas	Hours
- Mathematical Operations	Class/Week - 3
- Fractions	Lab/Week - 0
- Decimals	Credit - 3
- Percents	
- Ratio and Proportion	
- Measurement and Conversion	

Prerequisite: Program admission level math competency

PSY 100 - INTERPERSONAL RELATIONS AND PROFESSIONAL DEVELOPMENT

Provides a study of human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include: personal skills required for an understanding of self and others; projecting a professional image; job acquisition skills such as conducting a job search, interviewing techniques, job application, and resume preparation; desirable job performance skills; and desirable attitudes necessary for job retention and advancement.

Competency Areas	Hours
- Human Relations Skills	Class/Week - 3
- Job Acquisition Skills	Lab/Week - 0
- Job Retention Skills	Credit - 3
- Job Advancement Skills	
- Professional Image Skills	

Prerequisite: Provisional admission

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PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Environmental Horticulture program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Environmental Horticulture program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Environmental Horticulture program students to exempt courses in which they are competent.

The Environmental Horticulture program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Environmental Horticulture program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicted by [P] and prerequisites/corequisites are indicated by [P/C].)

Courses		Sequence
EHO 100	Horticulture Science	[P] Provisional admission
EHO 101	Woody Ornamental Plant Identification	[P] Program admission
EHO 102	Herbaceous Plant Identification	[P] Program admission

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EHO	103	Greenhouse Management I	[P] Program admission
EHO	104	Horticulture Construction	[P] Provisional admission
EHO	105	Nursery Production	[P] Program admission
EHO	106	Landscape Design	[P] Program admission
EHO	107	Landscape Installation	[P] Program admission
EHO	108	Pest Control	[P] Program admission
EHO	110	Greenhouse Management II	[P] EHO 103
EHO	112	Landscape Management	[P] EHO 107
EHO	114	Garden Center Management	[P/C] EHO 110, EHO 112
EHO	115	Environmental Horticulture Internship	[P] All courses in program
ENG	100	English	[P] Program admission level English and reading competency
MAT	100	Basic Mathematics	[P] Program admission level math competency
PSY	100	Interpersonal Relations and Professional Development	[P] Provisional admission

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PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Environmental Horticulture program.

Explanatory Comment

Environmental Horticulture program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Environmental Horticulture program and elective course work is included in the requirements for program graduation.

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PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Environmental Horticulture program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Environmental Horticulture program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Environmental Horticulture program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

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PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Environmental Horticulture program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Environmental Horticulture program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Environmental Horticulture program evaluation is developed and implemented by the administration of the institution, the program faculty, and the program advisory committee. Formal evaluation of the Environmental Horticulture program is conducted and documented annually.

The Environmental Horticulture program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Environmental Horticulture program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Environmental Horticulture program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Environmental Horticulture program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

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The Environmental Horticulture program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Environmental Horticulture program evaluation results are used to plan program improvements.

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PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Environmental Horticulture program.

Explanatory Comment

The Environmental Horticulture program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Environmental Horticulture program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

An Environmental Horticulture program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Environmental Horticulture program is conducted and documented annually.

The Environmental Horticulture program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Environmental Horticulture program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Environmental Horticulture program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Environmental Horticulture program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

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The Environmental Horticulture program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

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PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Environmental Horticulture program is conducted.

Explanatory Comment

Acceptable Environmental Horticulture program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Environmental Horticulture program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Environmental Horticulture program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Environmental Horticulture program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

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PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Environmental Horticulture program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Environmental Horticulture program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Environmental Horticulture program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

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PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Environmental Horticulture program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Environmental Horticulture program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Environmental Horticulture program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

Standard Number:
49-05-01

ENVIRONMENTAL HORTICULTURE

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Environmental Horticulture course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each Environmental Horticulture course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Environmental Horticulture course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Environmental Horticulture course is consistent with established program goals and objectives.

ENVIRONMENTAL HORTICULTURE

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Environmental Horticulture program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Environmental Horticulture program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Evaluative Criteria

The objectives of each Environmental Horticulture course are derived from established program objectives.

Environmental Horticulture course outlines and lesson plans are based on course objectives.

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INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Environmental Horticulture course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Environmental Horticulture classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Environmental Horticulture program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Environmental Horticulture program faculty as part of the instructional process.

Desirable employability skills are integrated into Environmental Horticulture course instruction and are modeled by the instructor.

Academic skills are integrated into Environmental Horticulture course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Environmental Horticulture course.

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Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Environmental Horticulture program faculty.

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INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Environmental Horticulture program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is an Environmental Horticulture program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Environmental Horticulture program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

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INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Environmental Horticulture program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Environmental Horticulture program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Environmental Horticulture program develops, implements, and disseminates a written system for evaluation of students.

The Environmental Horticulture program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Environmental Horticulture program system for evaluation of students requires use of competency-based measures of student performance.

The Environmental Horticulture program system for evaluation of students requires use of both formative and summative evaluation.

The Environmental Horticulture program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Environmental Horticulture program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Environmental Horticulture program system for evaluation of students is reviewed annually and revised, as necessary.

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49-05-06

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INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Environmental Horticulture program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Environmental Horticulture program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Environmental Horticulture program.

The grading system of the Environmental Horticulture program is used to promote student awareness of learning progress.

The grading system of the Environmental Horticulture program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Environmental Horticulture program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Environmental Horticulture program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Environmental Horticulture program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Environmental Horticulture program is evaluated annually by the program faculty and revised, as needed.

The live work system is evaluated annually by the faculty of the Environmental Horticulture program and revised, as needed.

ENVIRONMENTAL HORTICULTURE

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Environmental Horticulture program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Environmental Horticulture program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Environmental Horticulture program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Environmental Horticulture program laboratory management procedure.

The Environmental Horticulture program laboratory management system is consistent with the goals and objectives of the program.

The Environmental Horticulture program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Environmental Horticulture program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Environmental Horticulture program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

ENVIRONMENTAL HORTICULTURE

INSTRUCTIONAL PROGRAM
(Live Work)

Standard Statement

The faculty of each Environmental Horticulture program that includes live work as part of its curriculum develops and implements a written live work system.

Explanatory Comment

Live work is a vital component of many occupational/technical programs and is integrated into the curriculum where specific courses require laboratory experience.

Evaluative Criteria

The faculty of each Environmental Horticulture program that includes live work as part of its curriculum develops and implements a written live work system.

Information about the live work system of the Environmental Horticulture program is made available to the entire institution.

The live work system supports and enhances the course curricula. Live work does not replace or interrupt essential course content or sequence and seeks to avoid conflict with community businesses.

The live work system is consistent with the philosophy, purpose, goals, and objectives of the Environmental Horticulture program.

The live work system details methods for publicizing services, handling customer relations, accounting, assigning work, documenting work, and/or other needed functions.

The live work system is developed by the Environmental Horticulture program faculty using input from students when possible.

The live work system conforms to institutional regulations and is approved by the school administration.

The live work system conforms to the live work policy of the Georgia Board of Technical and Adult Education.

ENVIRONMENTAL HORTICULTURE

The live work system is evaluated annually by the faculty of the Environmental Horticulture program and revised, as needed.

ENVIRONMENTAL HORTICULTURE

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Environmental Horticulture program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Environmental Horticulture program.

Students in the Environmental Horticulture program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Environmental Horticulture program meet or exceed applicable local, state, and federal health and safety standards.

The Environmental Horticulture program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Environmental Horticulture program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Environmental Horticulture program are available throughout each program area.

Environmental Horticulture program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

ENVIRONMENTAL HORTICULTURE

The Environmental Horticulture program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Environmental Horticulture program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

ENVIRONMENTAL HORTICULTURE

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Environmental Horticulture program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Environmental Horticulture program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Environmental Horticulture program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Environmental Horticulture program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Environmental Horticulture program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Environmental Horticulture program on the basis of instructional needs.

The Environmental Horticulture program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Environmental Horticulture program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

ENVIRONMENTAL HORTICULTURE

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Environmental Horticulture program needs.

The facilities for the Environmental Horticulture program are maintained regularly and operated effectively and cost efficiently.

The Environmental Horticulture program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

Standard Number:
49-06-01

ENVIRONMENTAL HORTICULTURE

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Environmental Horticulture program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assist students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Environmental Horticulture program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Environmental Horticulture program courses.

The Environmental Horticulture program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

ENVIRONMENTAL HORTICULTURE

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Environmental Horticulture program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The faculty of the Environmental Horticulture program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

The faculty of the Environmental Horticulture program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Environmental Horticulture program assists in providing student employment information to the job placement office.

The faculty of the Environmental Horticulture program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

ENVIRONMENTAL HORTICULTURE

The media collection includes multi-media employability information appropriate for classroom and individual student use.

ENVIRONMENTAL HORTICULTURE

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Environmental Horticulture program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

The faculty of the Environmental Horticulture program ensures that job retention and advancement competency areas are included in the curriculum.

The Environmental Horticulture program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) knowledge of occupational and academic skills;
b) quality work standards;
c) productivity;
d) communication skills;
e) punctuality;
f) problem solving skills;
g) interpersonal skills;
h) confidentiality; and
i) knowledge of the career ladder.

ENVIRONMENTAL HORTICULTURE

The Environmental Horticulture program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) cooperativeness;
b) pleasantness;
c) responsibility;
d) self-control;
e) enthusiasm;
f) flexibility;
g) helpfulness; and
h) willingness to learn.

The Environmental Horticulture program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Environmental Horticulture program faculty assists in providing student employment information to the job placement office.

ENVIRONMENTAL HORTICULTURE

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Environmental Horticulture program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Environmental Horticulture program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Environmental Horticulture program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Environmental Horticulture program use annual staff development opportunities to assure achievement of occupational and instructional competency.

ENVIRONMENTAL HORTICULTURE

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Environmental Horticulture program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Environmental Horticulture program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Environmental Horticulture program advisory committee assists with developing short-range and long-range plans.

The Environmental Horticulture program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Environmental Horticulture program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Environmental Horticulture program advisory committee supports the program through public relations activities.

The Environmental Horticulture program advisory committee makes recommendations regarding the design and use of physical facilities.

The Environmental Horticulture program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Environmental Horticulture program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

ENVIRONMENTAL HORTICULTURE

The Environmental Horticulture program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

The Environmental Horticulture program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

ENVIRONMENTAL HORTICULTURE

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Environmental Horticulture program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Environmental Horticulture program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Environmental Horticulture program, in cooperation with the administration of the institution, selects the advisory committee.

The Environmental Horticulture program advisory committee includes a cross-section of representatives from program-related businesses and industries.

The Environmental Horticulture program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Environmental Horticulture program advisory committee includes faculty as ex officio members.

The Environmental Horticulture program advisory committee is composed of a minimum of five members.

The Environmental Horticulture program advisory committee maintains a base of experienced members while acquiring new members.

The Environmental Horticulture program advisory committee members are recognized for their dedication and effort to improve the quality of education.

ENVIRONMENTAL HORTICULTURE

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Environmental Horticulture program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Environmental Horticulture programs.

Evaluative Criteria

The Environmental Horticulture program advisory committee has an annual program of work on file.

The Environmental Horticulture program advisory committee meets a minimum of two times annually on a scheduled basis.

The Environmental Horticulture program advisory committee elects officers, including a chairperson and a secretary.

The Environmental Horticulture program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Environmental Horticulture program advisory committee assists program faculty in developing the agenda for each meeting.

The Environmental Horticulture program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Environmental Horticulture program advisory committee member prior to each meeting.

The Environmental Horticulture program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The Environmental Horticulture program advisory committee members are invited to make periodic classroom visits to the institution.

ENVIRONMENTAL HORTICULTURE

The Environmental Horticulture program advisory committee has a quorum present to conduct business.

ENVIRONMENTAL HORTICULTURE

SPECIAL NEEDS
(Commitment)

Standard Statement

The Environmental Horticulture program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Environmental Horticulture program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Environmental Horticulture program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Environmental Horticulture program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Environmental Horticulture program.

Environmental Horticulture program faculty are prepared, through staff development education, to provide assistance for students with special needs.

ENVIRONMENTAL HORTICULTURE

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

Course objectives within the Environmental Horticulture program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

ENVIRONMENTAL HORTICULTURE

EQUITY
(Commitment)

Standard Statement

The Environmental Horticulture program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Environmental Horticulture program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Environmental Horticulture program.

Standard Number:
49-12-01

ENVIRONMENTAL HORTICULTURE

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Environmental Horticulture program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Environmental Horticulture program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Environmental Horticulture program.

The Georgia Board of Technical and Adult Education does not discriminate on the basis of age, sex, race, color, religion, national origin, or handicap in its educational programs, activities, or employment policies.